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ABSTRACT

Teams of faculty members from the 13 institutions of the Associated Colleges of the Midwest examined how liberal arts colleges can play a significant role in addressing the demand for good teachers in America's public schools. More specifically, they examined the characteristics of good teachers, the relation of these characteristics to the liberal arts, and the ways that liberal arts colleges might support teacher education, both as individual institutions and as members of a consortium. The purpose of this conference was to establish: (1) cross-departmental working relationships to improve and promote teacher education at their respective colleges; and (2) cross-college working relationships to develop, fund, and promote consortium teacher education improvement projects such as a consortium five-year program in teacher education, and a consortium cancellable-loans program for teacher candidates. The first part of this report is an executive summary, detailing the consultant's findings for the conference. The second part is a consultant's-responses report, containing the consultant's questions and rationales, ideas, and recommendations which emerged from the conference proceedings. The third part of the report is a chronological-narrative report in the form of an appendix providing elaborative information for each of the findings stated in the Executive Summary. (JD)

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REPORT

THE EXXON EDUCATION FOUNDATION

THE WINGSPREAD CONFERENCE OF THE ASSOCIATED COLLEGES OF THE MIDWEST

TEACHER EDUCATION AND THE LIBERAL ARTS

OCTOBER 11-13, 1985

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NOVEMBER 22, 1985

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"America always buys what
it wants--
if it wants it badly enough."
film, High School

"When one is studying the child,
one is studying
humankind."
Dean John Palmer

"To be fully human,
one must
serve."
film, High School

REPORT CONTENTS

The following report is on the Associated Colleges of the Midwest Wingspread conference, "Teacher Education and the Liberal Arts" which took place October 11-13, 1985. The report is in three parts. The first part is an executive-summary report; this report comprises the consultant's findings for the conference.

The second part of the report is a consultant's-responses report; this report comprises the consultant's questions and rationales, ideas, and recommendations which emerge from the conference proceedings.

The third part of the report is a chronological-narrative report in the form of an appendix; this report comprises the elaborative information for each of the findings stated in the Executive Summary.

EXECUTIVE SUMMARY
THE ASSOCIATED COLLEGES OF THE MIDWEST WINGSPREAD CONFERENCE
"TEACHER EDUCATION AND THE LIBERAL ARTS"
OCTOBER 11-13, 1985

CONFERENCE PURPOSE STATEMENT

Teams of faculty members from the thirteen institutions of the Associated Colleges of the Midwest will examine how liberal arts colleges can play a significant role in addressing the demand for good teachers in America's public schools. More specifically, they will examine the characteristics of good teachers, the relation of these characteristics to the liberal arts, and the ways that liberal arts colleges might support teacher education, both as individual institutions and as members of a consortium.

CONFERENCE ORIGIN

The Associated Colleges of the Midwest (ACM) Conference was proposed by the ACM presidents. They wanted this conference to establish concretely:

1) cross-departmental working relationships to improve and promote teacher education at their respective colleges, and
2) cross-colleges working relationships to develop, fund and promote consortium teacher education improvement projects such as a consortium five year program in teacher education, and a consortium cancellable-loans program for teacher candidates. (see Appendix A)

CONFERENCE PARTICIPANTS

The ACM colleges, teams, programs, and projects have quality diversity, commonality, and experience with respect to liberal-arts-based teacher training overall, and extended-year-program teacher training, and teacher-training financial-support programs in particular.

The ACM demonstrates evidence that it has the resources to accomplish the stated purpose? of its conference, "Teacher Education and the Liberal Arts." The teacher-education programs are in place, and they are of a size and composition to enable the ACM to move towards extended-year programs. There exist within the consortium teacher-educators with the experience, and the faculty and the student pools with the quality, requisite for implementing extended-year teacher-education programs. There exists within the consortium experience with teacher-education financial-incentive programs. There is demonstrated ACM administration and liberal-arts faculty teacher-education interest, involvement, and leadership to implement both such programs. Finally, the ACM has the funding base and the funding track-record to suggest that it can secure the necessary funding support for its teacher-education proposals. (See Appendix B)

CONFERENCE OBSERVERS

Selected national foundations are reviewing for the first time teacher education, liberal-arts-based teacher education, and liberal-arts-colleges-consortia for teacher education. Further, these and other foundations and agencies demonstrate real or defacto collaboration for teacher education support nationally.

The ACM conference was preceeded by eight related conferences, five of which were for the Holmes Group Consortium (HGC); two other conferences were an early-childhood education conference, and an undergraduate-instruction-improvement conference respectively.

The ACM conference was observed by one foundation in particular in addition to the Exxon Education Foundation (EEF); the Rockefeller Foundation (RF) was observing the ACM generally, and was considering the ACM's cancellable-loan-program proposal, specifically.

When collated, the ACM conference, two of the eight ACM conference observers, the preceeding seven Wingspread conferences, and their concomitant sponsors, constitute the real or defacto collaboration of the following foundations and agencies:

The National Institute of Education
The U. S. Department of Education
The Ford Foundation
The Carnegie Corporation of New York
The Johnson Foundation
The Joyce Foundation
The Rockefeller Foundation
The Exxon Education Foundation

(See Appendix C)

KEYNOTE PLENARY SESSION

Dr. John Palmer, Dean of the School of Education, University of Wisconsin-Madison and member of the Holmes Group Consortium (HGC), recommends partnerships of research universities as represented by the HGC, and liberal arts colleges like the ACM constitutes, for teacher training; the HGC seeks to merge the strengths of the liberal arts colleges with the strengths of the research universities into a six-year teacher training program.

John Palmer spoke about the characteristics of good teachers, the relationship of the liberal arts to teacher-training, the teacher-training role of liberal arts colleges, the relative quality of liberal arts students, and the future need for teachers. He based his remarks upon four assumptions, plus data from the Carnegie Committee and other sources. He particularly spoke about restructuring teacher education--the necessary changes in both the composition of undergraduate courses, and the structure and function of student-teaching and internship-year experiences. One model, the Kenyon College 5-STEP Program, was later presented which approximated Dean Palmer's description of restructured teacher-training. Dean Palmer also discussed the financial and the time problems of liberal arts students going into teaching. He also stated that society no longer has a group (women) to turn to for cheap teaching labor--one participant replied that there still is a group: the incompetents. (See Appendix

D)

Liberal arts colleges have the quality and the programs, and Universities have the numbers and the resources. It was left unclear, however, especially in light of the faculty/student ratios of liberal arts colleges, and the quality of liberal arts faculties and students, that the university represented by the HGC is significantly more able to provide pedagogical/clinical teacher-training experiences than is the liberal arts college represented by the ACM. It was also left unclear how the universities represented by the HGC could provide liberal-arts-based teacher-training for their own students.

CONFERENCE DAY TWO PLENARY AND DISCUSSION SESSIONS

The ACM participants focused upon restructuring, improving, and/or promoting consortium teacher education; the resultant inventories of selected current program practices, new ideas and suggestions, and identified problems and concerns, represented participants' pragmatic, authentic, and can-do thinking relative to the following selected questions:

1) How are teacher education programs perceived by liberal arts faculty and students?
2) How can teacher education be integrated into the overall liberal arts curriculum?
3) What can liberal arts colleges do about the shortage of math and science teachers?
4) What ought the relationship be of teacher training and of industry?
5) What are the gender issues in teacher education?
6) What are the possibilities of fifth year/ninth semester/M.A.T. programs?
7) How can links with local schools be strengthened?
8) What special courses and programs do education students need?
9) How should state and national education policy be influenced?
10) How is the ACM Urban Education Program a resource?

Selected ACM education programs outlined the flux of the current political contexts within which they operated. Participants identified and explored ACM programs already in place which modeled the ACM agenda for improved teacher education--program quality, program awareness and attractiveness, program support, and program involvement with liberal arts faculties and public schools; especially examined were five-year programs and financial-support programs. Participants also identified and explored ACM practices already in place for attracting students to teaching, and for affirming the teaching profession. The ACM Urban Education Program was examined as an ACM resource for improved teacher-training. Finally, ACM participants experienced actual preservice-education and inservice-education demonstrations.

Based on the above explorations the ACM seems to have strong, extensive, and experiential resources with which to address the interrelated, pragmatic questions concomitant with the ACM agenda for restructured and improved teacher education. It is significant to note that neither in group discussions nor in the plenary-report sessions

were there participants' comments to the effect, "This can't be done." (See Appendix E)

CONFERENCE DAY THREE PLENARY SESSIONS

The ACM participants focused upon two questions:

1) What does it mean to recruit good students to be teachers?
2) What does it mean to make teacher education a priority on a liberal arts campus and in a liberal arts consortium?

The final two plenary sessions of the ACM conference provided participants both synthesis and closure relative to the essential question of the conference. The first session focused upon the area of attracting good students to teacher education. The second session was a forum for the ACM colleges' leadership to state what it means to make teacher education a priority at a liberal arts college and within a liberal arts consortium.

An ACM participants' panel presented current and proposed ways for the ACM to attract good students to teaching; especially focused upon was the attractiveness of the five-year teacher-education programs for students. Specific components of particular models for five-year and/or entended-year programs which mediate problems that liberal arts students encounter when pursuing teacher-training also were examined. For instance, sequential programs without an education major help students confirm their career decision in a way that does not take away from their liberal arts interests.

The second of the final two plenary sessions of the ACM conference reviewed the meaning of making teacher education a priority at liberal arts colleges.

Selected ACM presidents and deans spoke about the ways liberal-arts-college [top] leaders can themselves improve their respective college's teacher-education awareness and support, and their respective college's support and/or affirmation of the teaching profession. In particular, the presidents discussed the role foundations such as EEF and RF can and should perform in the ACM teacher-education mission; most notably, the foundations should provide financial support and/or incentive programs for liberal-arts-students who are teacher-education candidates; an ACM cancellable-loans program was specifically proposed. Both of the above ACM panel foci constitute the essential ACM contribution to its mission of providing good teachers for America's schools. (See Appendix F)

SUMMARY

The ACM presidents achieved their purposes for the ACM conference "Teacher Education and the Liberal Arts." The presidents wanted their respective colleges, and the ACM as a whole, to respond to America's need for good teachers by renewing the ACM commitment to liberal-arts-based teacher education; further, they wanted this to be college wide, not just education department, renewal.
Cross-departmental working relationships, and cross-colleges working relationships for ACM teacher-education changes were initiated and demonstrated before the conference, and at the conference. The conference constituted a concrete first step for renewed emphasis upon ACM teacher-education.

CONSULTANT'S RESPONSES REPORT

The Associated Colleges of the Midwest (ACM) Wingspread conference "Teacher Education and the Liberal Arts" constituted a forum from which the consultant derived three groups of questions, ideas, and recommendations: those relating to ACM teacher education, those relating to teacher education nationally, and those relating to basic education nationally. Selected questions, ideas, and recommendations are stated below.

RELATING TO ACM TEACHER EDUCATION

AN EXECUTIVE TASK GROUP--The ACM has individual faculty (education and liberal arts) and administrators who seemed especially proactive and resourceful relative to the ACM conference foci. These individuals might well form an executive task group for ACM teacher education change and renewal. Such a group could provide the guidelines, the proposals, and the experiential resources to form a concrete program for the consortium. The program would produce individual college and overall consortium teacher education change consistent with the ACM presidents' agenda for producing good teachers for today's schools. Nine of the individuals who might form an ACM executive task group are:

Roxie Alexander, Beloit College--catalytic energy and influence; positive, pointedly-humorous, grounding, home-spun analogies and commentaries; "A Midwest Sam Ervin" (Dunbar).

Keith Anderson, St. Olaf College--steady, sound, wise voice of experience; a doer (see St. Olaf's links with schools, Appendix); a voice of conscience for the group(" ...noticed that no teacher was part of this conference...").

Jane Cauvel, Colorado College--competent, in-charge qualities; askes insightful questions ("...would there be any differences in liberal arts classes which [do/do not] have education students present?"); facilitating task-group leader.

George Drake, Grinnell--natural, articulate, personable qualities; a doer leader (see Grinnell's free tuition, Appendix); a visionary.

Roger Hull, Beloit--young, vigorous, take-charge qualities; a doer leader (see Beloit's cancellable-loans proposal, Appendix); a pragmatic activist.

John McCall, Knox College--senior, but with young, sound, action thinking based on calm, clear, confident experience; a doer leader (see educational-lobbying, Appendix); a practical sage.

Charlotte Mendoza, Colorado College--strong, clear, restrained presence and commentary; a doer leader (see Colorado's M.A.T.'s, Appendix); a voice of exemplary, high

standards, no-nonsense, everyday implementation experience relative to extended-year programs.

Seymour Schuster, Carleton College--educational activist; voice of priorities ("...we [keep avoiding] the primary question in this conference: what are we going to do about getting teachers' salaries raised?"); a science voice for humanitarian agendas.

Marilyn Turkovich, ACM Urban Education Program--understated, clear, insightful, experienced, right-mindedness in commentaries and actions; an active-learning teacher (see Cultural Differences Demonstrations, Appendix); a reality/ideal balancer.

There are, and undoubtedly there will yet emerge, other such individuals as described above who make or will make proactive contributions to the ACM agenda for teacher education; the above list is representative, not exclusive.

FIVE-YEAR/EXTENDED-YEAR/NINTH-SEMESTER CONFERENCE--the ACM can and should have a conference which examines specifically five-year, extended-year, and ninth-semester teacher-education programs; programs both within the ACM and outside of the ACM nationally, should be examined. The ACM seems to perceive five-year programs primarily as facilitating tools for liberal arts colleges to provide teacher training for their liberal arts students.
The particualar aspects of such programs which constitute <u>better</u> teacher training than is provided by traditional programs need equal, if not more, emphasis; the same is true for particular aspects of five-year programs which mitigate problems found in both traditional programs and in "add-on" programs--especially when such programs have education majors (see Day-Three, Plenary Session I, Appendix). In addition, it seemed clear that most, if not all, the ACM participants who are not already involved with some form of extended-year programs are eager and ready to know more specifically about such programs--what they entail, how they are done day-to-day, what problems must be surmounted when implementing such programs, and what benefits such program provide to liberal arts students, to the respective education programs, to the respective liberal arts colleges, and to the schools.

RELATING TO TEACHER EDUCATION NATIONALLY

EXEMPLARY TEACHER-EDUCATION-PROGRAM IDENTIFICATION PROJECT--as evidenced within the ACM, liberal arts colleges nationally represent a range of quality of institutions (and therefore faculty and student pools for teacher education) and a diversity of education-program types. Approximately 700 liberal arts colleges offer teacher education nationally; some of these colleges--like Colorado College within the ACM, and Allegheny College outside of the ACM--are exemplary for liberal-arts-based teacher training as proposed by the current literature on teacher-education improvement. Much like the Educational Testing Service national study "The Study of Induction Year Programs for Beginning Teachers (1980)," exemplary liberal-arts-based teacher

education programs--programs including components in addition to the induction-year component--should be identified and described nationally. When considering the magnitude of the problem of training good teachers (see Carnegie Committee, Appendix), when considering where the good teacher-training-candidate students are primarily (see Dean Palmer, Appendix), and when considering the need for large research universities to provide liberal-arts-based teacher training (see Dean Palmer, Appendix), the liberal arts colleges that have exemplary programs have the potential to make specific contributions to teacher education nationally. All effective programs--small liberal-arts programs, and large research-university programs--are needed to supply the future need for teachers; good liberal-arts-colleges programs will need special support to continue to train good teachers; knowing what these good programs are will be useful for allocating teacher-education-support resources nationally, and for disseminating teacher-education improvement information nationally.

RESEARCH QUESTION--One question left unanswered by the proceedings of the ACM conference was:

> Are graduates of exemplary liberal-arts-college education programs more effective (better) teachers than graduates of research-university education programs?

This question can and should be researched. From a quality standpoint, other than the overall need for all the good teachers America can get from small and large programs alike, is the allocation of resources to small teacher-training programs warranted? A research answer to the above question will be useful for allocation-of-resources decision making.

RELATING TO BASIC EDUCATION NATIONALLY

PROPOSAL QUESTION--in the spirit of supporting efforts for instituting educational change in America--especially changes which constitute the restructuring of American education--and in the spirit of making lasting changes, the following question is proposed:

> Might a system of ongoing national conferences be constituted such that education research-and-application groups could form and implement, as outcomes of their nationally coordinated and cooperative work, a national plan for comprehensive basic-education improvement?"

National foundations especially, by pooling their discrete resources for supporting educational change, can support comprehensively--and probably effectively--a system of change efforts which seem requisite for real and lasting basic education restructuring. Albeit possibly unrealistic in terms of magnitude and complexity, the question speaks to a design likely to hold greater change potential than does the current and long standing pattern of related but independent national groups working individually; even when these groups are appraised of each other's work ("linked") these groups are not [yet] "connected."

CHRONOLOGICAL NARRATIVE REPORT
ASSOCIATED COLLEGES OF THE MIDWEST WINGSPREAD CONFERENCE
"TEACHER EDUCATION AND THE LIBERAL ARTS"
OCTOBER 11-13, 1985

APPENDIX A

CONFERENCE ORIGIN

The presidents of the thirteen colleges of the Associated Colleges of the Midwest (ACM) directed Elizabeth Hayford, President of ACM, and John Schilb, Vice President, to form and to conduct the conference "Teacher Education and the Liberal Arts." The ACM presidents decided that their liberal arts colleges should recommit themselves to the mission of producing knowledgeable, well-trained, effective teachers for the nation's schools. Further, as a part of their renewed mission, the presidents concluded that more of their colleges' faculties--not just their education faculties--should participate in the effort. The presidents decided to proceed based on the following beliefs and facts:

1) Each ACM college has an existing teacher-training program; several of the programs have components recommended by various national commissions which call for improved teacher training.

2) The ACM has an effective, established, and staffed joint urban-based (Chicago) student teaching program.

3) The ACM students who want to become teachers are top students; they attend quality liberal-arts higher education institutions.

4) Quality liberal arts programs such as the ACM colleges have constitute the strongest knowledge base for teacher training.

5) As a consortium, the ACM can pursue national funding to implement its renewed teacher-education mission.

6) Each ACM college has written a cross-departmental teacher-education project to conduct, and to report upon in the spring of 1986.

Each ACM college sent a team of cross-departmental college faculty

(appointed by the respective college deans) and administrators to the conference. Each team convened with the other consortium teams to become more knowledgeable about each other's current teacher-education programs, projects, problems, and promising current or proposed program practices. The ACM teams also convened to consider initial consortium teacher-education-change proposals. One such proposal was, and is, to use the ACM Urban Education Program as a resource for developing, funding, and implementing a consortium five year program in teacher education--both for improved teacher training and for attracting good students to teacher education. A second such proposal was, and is, to create a consortium teacher-education financial support program, such as forgivable-loans, in order to attract good students to teaching.

APPENDIX B

CONFERENCE PARTICIPANTS

The descriptive data for the ACM colleges show the following (see Table 1):

1) The colleges have institutional ratings which range from "competitive" and "competitive +", to "highly competitive" and "highly competitive +" (Barron's Profiles of American Colleges, 14th Edition); approximately two-thirds of the ACM colleges equal or exceed the quality of very competitive liberal arts colleges nationally. There is reason to assume that the ACM has a quality pool of liberal arts faculty from which to draw for cross-departmental teacher training.

2) The colleges have students whose average-combined-SAT scores (SAT's) range from 950+ to 1,200+ (Ibid); over three-quarters of the ACM colleges have students whose SAT's exceed 1,000; all the ACM colleges have students whose SAT's exceed the average SAT's of 836 reported for all students nationally who indicate that education is their intended area of study (College Board Report, 1985). Nearly half of the ACM colleges have students who equal or exceed the quality of the students of Allegheny College, PA (SAT's: 1113); Allegheny is a liberal arts college that has an exemplary extended-year education program like that which the ACM is considering. The data suggest that the ACM has a quality pool of students from which to draw for extended-year-program, liberal-arts-based teacher training.

3) The colleges all have education programs for elementary and/or secondary teacher training; two programs offer M.A.T.'s (Colorado, CO; Beloit, WI); one program offers special education certification (Monmouth, Il); one program has liberal-arts-major teacher training--there is not an education major (Beloit, WI). In addition, one program (Grinnell, IA) has a teacher-education financial-support program.

4) All of the ACM teacher education programs are small; eleven of the thirteen ACM colleges produce twenty-five or fewer teachers per year respectively. All of the ACM colleges employ four or fewer full-time education faculty respectively; over half employ two each. It should be noted, however, that:

--all of the ACM programs enlist some form of adjunct or part-time teaching assistance;

--nine of the programs have cross-departmental working

TABLE I: SELECTED CHARACTERISTICS PROFILE OF THE ASSOCIATED COLLEGES OF THE MIDWEST AS PARTICIPANTS OF THE WINGSPREAD CONFERENCE, "TEACHER EDUCATION AND THE LIBERAL ARTS," OCTOBER 11-13, 1985

ACM COLLEGES	COMPETI-TIVENESS	COMBINED SAT'S*	ADMINISTRATION/CHAIRS REPRESENTATION	DEPARTMENTAL REPRESENTATION	EDUCATION FACULTY	EDUCATION CERTIFICATION AREAS GRADUATES, 1984; GRADUATE DEGREES	ENROLLMENTS	PROJECTS AND REMARKS
Beloit, WI	Very Competitive +	1070	President Associate Dean WCC Fellow, Student	Education/English Education (2) Modern Languages	3.5 full 1 adjunct 1 joint	14 Elementary (5) Secondary (9) M. A. T.	Stable	Project: Integrate education programs with liberal arts programs... No education major. Ninth semester program
Carleton, MN	Highly Competitive	1250	Chair, Education	Education Math	2 full 1 part-time	9 Secondary (9)	Stable	Project: offer non-certification education courses...
Coe, IA	Competitive	960		Education Music Math	3 full 1 part-time 6 joint	25 Elementary (6) Secondary (19)	Increasing	Project: Attract better students to education via scholarships, awards, and a ninth-term plan...
Colorado, CO	Highly Competitive	___	Chair, Philosophy Chair, Education	Education Chemistry	2 full 7 joint 8 part-time	22 Elementary (14) Secondary (18) M. A. T. ___	Increasing	Project: "Creative teaching, inspired learning" Five-year program—1965-present. M.A.T. field practicums—paid by schools Two new M.A.T.'s offered—1985.
Cornell, IA	Competitive	1010	Dean	Education English Biology	5 part-time	22 Secondary (12)	Stable	Project: Appoint a new education department.
Grinnell, IA	Highly Competitive +	1190	President	Education English History	2 full 2 part-time	14 Elementary (10) Secondary (14)	Increasing	Project: Cross-departmental, cooperative teacher training... Ninth semester program—free tuition for 1
Knox, IL	Very Competitive	1095	President Associate Dean Chair, Education	English Physics	2 full 1 adjunct	11 Elementary (4) Secondary (7)	Increasing	Project: Get students/faculty to reevaluate attitudes toward teacher education... Liberal arts faculty teach education courses (2) Liberal arts faculty and public school teachers teach methods.
Lake Forest, IL	Very Competitive +	1060	Chair, Education	English History	2 full 1 part-time 3 joint	11 Elementary (3) Secondary (8)	Stable	Project: Establish rationale for instituting an M.A.T. program... Liberal arts faculty teach education courses (3)
Lawrence, WI	Very Competitive +	1080	Dean	Education Music	- joint _ adjunct	16 Secondary (16)	Stable	Project: training music teachers... Public school teachers teach methods.
Macalester, MN	Highly Competitive	1140	Vice President Chair, Chemistry Chair, Education	Modern Languages Geography	3 full 4 part-time 4 joint	19 Elementary (9) Secondary (10)	Increasing	Project: Involve liberal arts faculty with supervising student teaching... Liberal arts faculty supervise student teachers.
Monmouth, IL	Competitive	980	Chair, Education	Education Math English	3 full 9 joint	26 Elementary (9) Secondary (10) Sp. Education (7)	Increasing	Project: Rethink academic majors w/respect to teacher education... Liberal arts faculty teach secondary methods. 30% of each graduating class—teacher education.
Ripon, WI	Competitive +	1050	Vice President Assistant Dean Chair, Education	English	2 full 2 adjunct 12 joint	12 Elementary (6) Secondary (6)	Stable	Project: Identify perceptions of the faculty students and administrators relative to teacher education...
St. Olaf, MN	Highly Competitive +	1100	Vice President Dean Chair, Education	Education Music	4 full - joint	59 Secondary (59)	Increasing	Project: Integrate education program w/liberal arts mission... Liberal arts faculty supervise student teaching. Using three public-school teachers, part-time faculty—1985.

* Barron's Profiles of American Colleges...14th Edition

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relationships for teacher training.

--no ACM teacher education department seems too large and/or too specialized for program flexibility, and

--twelve programs have faculty/student ratios of 1:1 to 1:4; thus, the programs do not seem too large and/or too impersonal for individualized teacher training, or for responsive clinical and/or internship supervision.

5) All of the ACM education programs are maintaining enrollments; over half of the programs are increasing in enrollments.

6) All of the ACM colleges sent interdisciplinary teams, helped lead, and/or participated in the ACM conference; eight of the thirteen colleges sent teams which included administrators, education faculty, and liberal arts faculty; three college presidents attended; five college vice presidents and/or deans attended; one college (Beloit, WI) sponsored the attendance of a teacher-education student as a Wingspread Conference Center (WCC) fellow. The data suggest that the ACM faculties and administrators demonstrate initial support for the teacher-education agenda of the ACM presidents.

In addition to the above descriptive data, it should be noted that the ACM was created from an athletic conference in which the colleges participated; the consortium was formed in part so that the ACM colleges could pursue national-foundation and government-agency funding for such consortium projects as summer NEH institutes for, and by, public and private school teachers.

APPENDIX C

CONFERENCE OBSERVERS

The conference convened the evening of October 11 with opening remarks and introductions. Among the introductions were special guests; the Exxon Education Foundation (EEF) observer was introduced, as were the respective representatives of the Rockefeller Foundation (RF), the Association of American Colleges (AAC), the Joyce Foundation, and the Great Lakes Colleges Association (GLCA). Of this group, one was directly connected with the proceedings: the Joyce Foundation collaborated with the Johnson Foundation (JF) and the ACM to form the ACM conference.

The two respective RF and AAC observers reported that they were present on behalf of their organizations "...to find out more about teacher education [because we have been involved little, or not at all, with it in the past]..." and "...to see how we might get involved in funding support in this area." In particular, the RF observer, Lynn Szwaja, Program Associate, was present because the RF was independently approached by one of the ACM colleges for support for a teacher-training incentive proposal (Beloit) which was turned down because, "...the RF will not fund a single-college proposal; the numbers are too small." A consortium of such colleges, though, may be considered. The RF has a history of seeking ways to support other education efforts such as the consortium now envisions for teacher education; the RF also has a history of seeking cooperative-funding arrangements with other foundations (Ford Foundation) and with government agencies (NEH).

As stated above, the ACM conference was collaboratively formed by the JF and the Joyce Foundation; it was, and is, one of the many

national conferences representing a renewed focus upon American education in general, and upon teacher education in particular, sponsored by foundations and government agencies. Further, several of these conferences were, and are, "linked" by the respective sponsoring groups.

RELATED CONFERENCES

Preceeding the Associated Colleges of the Midwest (ACM) Conference, "Teacher Education and the Liberal Arts," the Johnson Foundation (JF), the primary support-source for the conference, appraised participants of the relationship of the ACM conference with the other conferences which the foundation most recently hosted at its Wingspread Conference Center (WCC) (Henry Halstad, Vice President, letter of October 4, 1984) The ACM conference was the eighth education conference cited. Four conferences over the previous year, and a fifth conference immediately preceding the ACM conference, were the Holmes Group Consortium (HGC) conferences; special topics of the HGC's fifth meeting were early childhood education, vocational education, special education, and bilingual education.

Two other meetings preceded the fifth meeting of the HGC. First, the National Association of Elementary School Principals, the National Institute of Education, and the JF sponsored a research and practice conference on "...the relationship between what is known about child development and school improvement." Stated outcomes of this conference were:

1) Teachers are more than providers of knowledge and with few exceptions are inadequately grounded in child development.

2) Among research supported findings that are widely ignored in educational policy and practice are the following:

--age is an inadequate criterion for school placement decisions.

--individuals differ;

--development is a continuum. Levels and stages are not discrete;

--there are sex differences in learning, and

--learning problems begin in grade schools and homes.

Second, the national conference on Improvement of Undergraduate Education took place at WCC. Michael Timpane, President of Teacher's College, Columbia University, informed "...chief executive and academic officers of colleges and universities, faculty members, education associated heads, state and federal education officers and foundation executives..." about the work of the HGC; they also heard President Timpane stress "...the importance of arts and sciences faculty playing a role in guiding able students toward careers in teaching, and education itself becoming one of the social institutions seen as appropriate for study in undergraduate programs."

When the ACM conference convened October 11, 1985, the "link" was concretely made by the JF between the ACM proceedings and those of the HGC (concluding midday, October 11, 1985) in the person of HGC member John Palmer, Dean of the School of Education, University of Wisconsin-Madison, who was the ACM-conference keynote speaker.

APPENDIX D

KEYNOTE PLENARY SESSION, DR. JOHN PALMER, DEAN OF THE SCHOOL OF EDUCATION, UNIVERSITY OF WISCONSIN-MADISON, AND MEMBER OF THE HOLMES GROUP CONSORTIUM (HGC)

The ACM conference keynote address was delivered by John Palmer. His address essentially constituted a review of the HGC deliberations which related to the liberal-arts-knowledge-base for teacher training which the HGC espouses--especially as those deliberations relate to such colleges and teacher-training programs as represented by the ACM. One interesting point to note, in terms of his formal remarks to the ACM, is that Dean Palmer himself is a graduate of an ACM college, Knox College, IL.

The three ACM conference questions the keynote address answered were:

1) What are the characteristics of good teachers?

2) What is the relationship between the liberal arts and the training of good teachers?

3) What role might liberal arts colleges play in training good teachers?

Especially since he had concluded his fifth HGC Wingspread conference the noon prior to his keynote address to the ACM conference, it seems reasonable to assume that Dean Palmer's remarks were, and are, essentially those of the HGC. Confirmation of this assumption may occur in the forthcoming document, "Goals for Educating Teachers as Professionals," which is the working-document predecessor of the group's conclusions, recommendations, and justifications in book form to be published by Random House in the Spring of 1986 (Wingspread Journal, Summer, 1985).

ASSUMPTIONS

Dean Palmer based his remarks on a set of assumptions, including:

1) Because of a proliferation of demands upon them, little is done well by the public schools.

2) Public schools are "...out of synch with society..."; they are a battleground for society's ideological conflicts.

3) Good teachers who the schools do succeed in attracting will not stay in the schools as they are now constituted.

4) The intellectual skills required of the good teacher are the same skills as a good liberal arts education requires.

TEACHER PREPARATIONS

Dean Palmer then went on to make several points which defined the good teacher and his/her requisite training:

1) All teachers must have a strong, planned, general education.

2) All teachers must complete an academic major.

3) The demands placed upon a teacher in today's schools require supervised pedagogy.

4) 1-3 require more than four years.

Further, required of the good teacher is a general education that equips him/her to relate to the world both as it is, and as it was. The same is true in order for the teacher to relate to his/her subject matter. Finally, the good teacher develops and demonstrates:

1) A humane viewpoint.

2) A reflective, analytical, inquiring sort of mind.

3) Integrity, honesty, and industry.

4) Fluency with the rules of professional pedagogy, but not "tied" to these rules.

LIBERAL ARTS COLLEGES AND TEACHER TRAINING

Dean Palmer spoke next about the potential of colleges like the ACM for providing the general education component of teacher

training. He said he hopes colleges like those in the ACM will "...take up the challenge..." cognizant of such considerations as:

1) Liberal arts colleges have the faculty and size to respond well to the need for this general education of the good teacher.

2) Teaching is a moral act--courses in ethics are part of good general education.

3) Today's students are different in schools--only 17% of American families are now of the Dick and Jane sort where dad works, mom is at home, and there are two children and a dog.

4) The assumption that education courses and liberal arts courses are poles apart is not necessarily correct.

5) "When one studies the child one is studying humankind."

RESTRUCTURING CHANGES

Dean Palmer then explained several changes he said were indicated for the general and the pedagogical training of teachers, and the role of the liberal arts college in helping to prepare teachers. First, the nature of undergraduate courses must change; the pattern of each subsequent course being a narrowing preparation for each subsequent course leading towards a major, and then towards a graduate school, is the wrong way to prepare teachers. What is needed, in terms of course content, is for the epistemology of the subject to be taught; the structure of mathematics, for example, needs explicit attention. Further, all faculty who help prepare a teacher should sit down and talk to each other about what those who will teach need in and from courses in their [subject areas]. During their four years of general education, those who will teach need to develop a mature content interest and to have field experiences and exposure. But, during a fifth year, they need specific pedagogical training; "...practice teaching must become a clinical program, not a dump-and-run program."

This must be a supervised experience where students are guided to apply what the knowledge base indicates should be done in schools. One teacher-training role of the four year college, then, is to provide the general education part of the teacher training process; the research university is in the best position to provide the pedagogical fifth-year training and the supervised internship sixth-year training. Thus, the four year liberal arts college might well join with a research university for such a six-year teacher-training program instead of adding a fifth year to the college's four year program. Two further points relate to this concept:

> 1) The Carnegie Committee has, or soon will have, reported their finding that in the near future America will need 1/2 of the upper 1/2 of today's higher education pool for future teachers;
>
> 2) The bottom 1/4 of liberal arts college students are probably at or above the national mean for the cohort of higher education students nationally.

THE 5-STEP MODEL

Albeit subsequent to his talk in the conference events, but germane here, one near model of Dean Palmer's proposal for liberal arts colleges was concretely presented at the conference. The model came not from an ACM school but from a member of the Great Lakes Colleges Association. On the second conference day, the Association Vice President, Neil R. Wylie, handed out the Kenyon College brochure, "5-STEP," to discussion-group members of the session, "Fifth Year/Ninth Semester/M.A.T. Programs." The 5-STEP Program is an undergraduate/graduate cooperative 3-2 model with an urban-based internship (New York City) for Kenyon's undergradates who want to teach; the cooperating graduate schools are Bank Street College of Education (Early Childhood/Elementary) and Columbia University Teachers

College (Secondary).

THE INCOMPETENTS

Two further points should be noted about Dean Palmer's keynote address. First, when remarking on the need for future teachers and on the need for better teaching salaries and workplace conditions to attract teachers, Dean Palmer stated that, "...no one is in a box anymore that we can skin..." (meaning that women, for instance, no longer have only teaching for a career choice, and therefore can be employed for low wages); the audience reply, from a liberal arts professor, was,"I know a group society can still skin: the incompetents!" Second, upon hearing from the participants about the parents of liberal-arts students arguing with their children that they would be spending too much time and money to become teachers, Dean Palmer:

1) Seemed surprised at such a reaction because, more and more, any college education is tending to take more than four years.

2) Seemed not to acknowledge the large college-expense difference between the state schools of which he was a part, and the private schools--he did, however, suggest that his perception of the two institutional contexts was skewed when he said, "...I tend to think in terms of a campus of 8,000 as being small."

The comments above suggest that relative to the nation's need for good teachers:

1) The liberal arts colleges represent the capability of providing the top quality students with top liberal arts educations, but in small numbers.

2) The universities represent the capability of providing large numbers of moderate quality students with distribution-type undergraduate educations, but with top research-application and curriculuar preparation.

APPENDIX E

CONFERENCE DAY TWO PLENARY AND DISCUSSION-GROUP SESSIONS

OPENING PLENARY SESSION

The opening plenary session described for all participants the state-education context within which the various education programs in the respective ACM states functioned. Albeit describing a complex picture of often-perceived-as misdirected state efforts to improve teaching through often unrealistic standards revisions, the panel communicated that:

1) All of the ACM programs were in similar circumstances and flux with respect to the new standards and other expectations of their state legislatures and departments of education.

2) All of the ACM programs were working as positively and productively as possible to move ahead with their teacher-training programs irrespective of the educational flux existing in their states.

The content of the panel's commentary could well have set a depressing tone for the day, but it did not; in fact, something was communicated to the conference's WCC Fellow, Linnae Ellenson (a Beloit teacher-education candidate), that was so affirming of teacher education that she exhorted, "I'm more proud than ever to be part of teaching...and I'm going to talk-up education more than ever when I get back on campus."

DISCUSSION-GROUP SESSIONS

Subsequent discussion sessions resulted in participants exchanging information about selected [restructured] education programs, and current or proposed practices which:

1) Raise the quality of given teacher education programs.

2) Raise campus awareness of and opinion of the respective education program.

+

3) Make teacher education more attractive to students.

4) Show more valuing of local schools, local good teachers, and teacher alums.

5) Make more integrated the teacher-training faculties of teacher education, the liberal arts, and the public schools.

LIBERAL ARTS FACULTIES AND TEACHER EDUCATION

Three of the initial discussion groups which followed the first planning session of the second conference day focused on the campus context for liberal-arts-based teacher training and the process of attracting good students to teacher training. In particular, there were concerns about having liberal arts faculty teach education courses. First, the rewards-structure of various ACM colleges for liberal arts faculty teaching education course was unclear/undefined. What credit would a faculty person--especially a junior faculty person--get for teaching education courses; what credit in terms of course loads, in terms of tenure, and/or in terms of promotion? Second, would colleagues, especially in their own departments, see faculty who taught education courses, a) teaching inferior students in inferior subject matter, and/or, b) see the education-course faculty competing with the liberal arts faculty for majors? The third concern is related primarily to the role majors play in liberal arts colleges. Why encourage the best, or even the better students, to go into teacher education when the primary interest (real or defacto) of a liberal arts department is to encourage such students to go into graduate programs in the departments' respective fields? This becomes more sensitive an issue if the liberal arts faculty see teaching as a vocation; vocationalism is not part of the liberal arts tradition.

In one session, in counterpoint to the above concerns, one

chemistry professor, Seymore Schuster (Carleton College), answered the question about the shortage of math and science teachers by saying, "That's not a problem at our college; we have no shortage of math and science teacher-education candidates." Why? "To be candid, the math department at our college tends to be [strongly liberal]...the physics department has students explore social problems....One political science professor pushes his students to get involved in public service...and, these faculty members encourage their students to go into teaching."

It should be noted, in the context of the above commentary, that program-restructuring questions about courses for teacher-education candidates were raised and explored. Relative to having education students take education courses from liberal arts faculty, three questions were:

1) What liberal arts courses could/should liberal arts departments offer for teacher-education students?

2) What liberal arts courses could/should teacher-education candidates take along with regular liberal arts students?

3) What, if any, differences would/should there be in regular liberal arts courses in which teacher-education students are present and/or comprise the class?

ACM MODEL FIVE-YEAR PROGRAMS AND FINANCIAL-SUPPORT PROGRAMS

Subsequent to the above discussions, the ACM conference participants examined selected operating ACM education-program models. These teacher education programs closely modeled improved teacher training programs proposed in the literature, and by the HGC. As reported by Charlotte Mendoza, Education Chair, Colorado College's five year program, in fact, has a five-year teacher-education program. In conjunction with the ACM Urban Education Program, Colorado College's teacher education program, much like Allegheny College's (PA) Extended

Year Program in teacher education, has:

1) Liberal-arts-based teacher education, a minimum of methods training/a maximum of content background.

2) Over twenty years of experience with teacher training in ways now proposed as needed changes for teacher education nationally.

3) Off-campus, urban-based student teaching; student teaching, not with the easiest of student populations in schools much like most liberal- arts students came from, but with the inner-city student population in diverse schools.

4) Induction-year, graduate training and supervision.

5) A graduate-degree program at an undergraduate liberal arts college.

Beloit College's ninth-semester program also has a model of a restructured teacher-education program. As reported by John McDonnell (Education), Beloit College's program, again like Allegheny College's program, has:

1) No education major; liberal arts majors are trained to teach and get certified.

2) Sequential teacher education; students begin teacher training during their undergraduate years and continue that training into their first graduate year.

The ACM conference participants also examined two ACM programs for providing students with financial support/incentives for teacher education. The first of these was, and is, for four-year liberal arts students for ninth-semester teacher education. Grinnell College (IA), grants tuition remission to teacher candidates for their last semester of training. The second of these support/incentive programs was, and is, for graduates who are not certified to teach but who wish to pursue graduate teacher-training. Colorado College's M.A.T. programs include a paid-internship teaching arrangement with local school districts; interns do not take the place of regular teachers, but are employed for purposes of reducing class sizes and freeing up teacher planning

times.

The Colorado, Beloit, and Grinnell programs--already models--also pursue the ACM agenda for teacher-education-program change. Beloit and Grinnell each seek to integrate teacher education programs with liberal arts programs. Colorado has added two new M.A.T.'s to the one it already offered.

ATTRACTING STUDENTS TO TEACHING AND AFFIRMING TEACHING

ACM teacher-education-program-change foci were weighed heavily towards attracting good students to teaching. First, most ACM colleges explored how their programs could be restructured, along the lines of Colorado College's Five Year Program or Beloit's Ninth-Semester Program, in order to attract good liberal arts students to teaching. Good liberal arts students would have the option of getting teacher certification without diminishing their liberal arts background by having a fifth-year, ninth-semester, or M.A.T. program available. Second, all the ACM colleges explored how their programs could attract students via:

1) Referral from their liberal arts faculties who themselves have been made more appreciative of, aware of, and/or a part of teacher education on their respective campuses.

2) Having the option of getting free tuition, loan-forgiveness, or some additional form of financial support for teacher training.

3) Seeing that the whole college--administration, liberal arts faculty, and education faculty value and affirm teaching. Example ideas are:

--publicized, concrete recognition for good local public school teaching (see Grinnell College awards below).

--publicized, concrete recognition for good teaching by education alums.

--admission brochures which emphasized teacher-training as an important educational

opportunity offered by the ACM college.

Participants exchanged information about two particular programs for attracting good students to teaching by affirming teaching as a profession. As reported by Keith Anderson (Associate Dean), St. Olaf College has two programs for working with public school teachers in profession-affirming ways:

1) Selected outstanding secondary teachers are invited to teach as part-time faculty for liberal arts courses at the college. In 1985-86, two such teacher arrangements are established, one in math, and one in science.

2) Summer symposia are established which are made up of equal numbers of college and secondary school faculty members who explore common issues and/or content in single subject areas.

In addition to St. Olaf's programs, Grinnell College (IA) reported that it experiences marked success with a teacher-awards program. As part of commencement, the senior students solicit, call, and select from student-nominees the most influential teacher from their public schooling. Two are selected, and they receive cash awards, get a plaque, and give a commencement speech to the graduating seniors .

In addition to focusing upon attracting good students to teaching, ACM participants exchanged ideas for addressing selected specific other questions. For the question of strengthening links with schools, one group reported an inventory of thirty-six specific things done across the participants' respective colleges; some of these were:

1) Consulting.

2) Sharing facilities.

3) Aide work in classrooms.

4) Sponsoring language festivals.

5) Serving on curriculum committees.

For the question of state and national education policy, one group

recommended that the ACM have a conference for and with legislators much like the ACM conference for liberal arts and education faculties.

The questions about teacher training and industry and gender issues resulted in general discussions about industry's interest in educational research, effective instruction, effective schools, and in getting males to enter teaching, respectively.

THE ACM URBAN EDUCATION PROGRAM

The question about the ACM Urban Education Program as a resource led to an inventory of identified benefits to prospective and to induction-year teachers from experiencing such a program. Much like the outcomes reported by the Cleveland-Area (OH) practicum and induction year components of Allegheny College's (PA) education program, selected beneficial outcomes of the ACM Urban Education Program which were reported by its director, Marilyn Turkovich, are:

1) Learning survival skills; they learn to identify their needs and to find ways to get (and give) help.

2) Learning how to rely upon, and to be a contributing part of, a group that has a common purpose in a common circumstance.

3) Learning about new and diverse settings and pupils; 49% of urban Chicago students are born outside of the U.S., and the urban schools have in excess of 170 language programs.

4) 1-3 above result in "staying power;" many more ACM teachers than the national average for teachers with 1-4 years of experience are still in the classroom after 4 years.

ACM EDUCATIONAL DEMONSTRATIONS

Selected ACM conference participants and leaders conducted for small groups of the other conference participants hands-on demonstration workshops of preservice and inservice education training exercises. Included were demonstrations of:

1) Multicultural [dance and music] appreciation and awareness.
2) The [Bay Area] writing workshop.
3) Geography--maps, globes, and charts.
4) Model inquiry.

APPENDIX F

CONFERENCE DAY THREE PLENARY SESSIONS

PLENARY SESSION ONE: PARTICIPANTS' PANEL

The participants' panel plenary review of the process of attracting good students to teacher education resulted in:

1) Confirmation of the idea that extended-year programs for teacher training will attract good students; good students want all they can get from their four-year liberal-arts program--they're interested in everything; if they can get trained to teach in addition, they will more likely consider teaching. Also, many choose their career late--especially a liberal-arts college; extended-year programs allow these students to choose teaching. Finally, when the college adds to the extended-year program financial supports and selectivity criteria, the college is saying that the student who chooses teaching is special.

2) Basic statements about the essential motivatinal factors of persons who choose to enter a profession, some if which are:

--"[I] want to join the profession; yes, because of love of [my] subject, but moreso because I saw who was in it and I wanted to be part of them...colleagueship."

--"In teaching [I] have an outlet for [my] ideas, my need/want to serve, and my need for at least [my] first-choice step into professional work."

--"[I] seek in [my] profession prestige, standing in the world, and significance."

3) Statements such as made by Stephen Preskill (Carleton, Education) about steps education programs at liberal arts colleges ought to take; such steps include:

--counseling prospective teacher-education candidates with full information about the state of the profession--potentials and problems.

--affirming the profession--with students, with colleagues, with administrators, and with teachers.

--making education courses more demanding; retitling education courses to represent respectable content and skills.

--closely and consistently supervising, criticizing, and cheering teaching out in the field.

--counseling prospective teacher-education candidates that teacher-training is a preparation for more than teaching; it leads to other professional work within, and outside of, education.

--establishing five-year teacher education programs, and with subsidies.

--eliminating the isolation of education majors from regular liberal arts majors.

PARTICULAR FIVE-YEAR AND/OR EXTENDED-YEAR TEACHER EDUCATION MODELS

In counterpoint to selected perceived problems which liberal-arts students encounter when considering teaching, according to John McDonnell (Beloit, Education), Paul Kuerbis (Colorado, Education), and Jeff Dunbar (Allegheny, Education), particular models of five-year and/or extended-year programs have components which mitigate or eliminate the following problems in the following ways:

--students who are tentative about teaching have the opportunity to negate or confirm their choice via multiple early field experiences associated with sequential undergraduate/graduate programs;

--students who discover that teaching is not for them afterall have the opportunity to drop teacher training without having to switch majors when they are in programs for which there is not an education major;

--students who feel there is a stigma attached to being an education major do not experience this feeling when they are in programs for which there is not an education major;

--graduates who decide to become teachers can do so without making up a great deal of undergraduate work in programs which offer M. A. T.'s, and

--good first-year and subsequent-year teachers who otherwise would likely drop out of teaching have staying-power when in programs which have the supervised induction-year, and/or the urban-based, residential student teaching.

By this point in the conference it was clear that most

participants were eager and ready to know specifically about how to implement five-year and/or extended-year teacher education programs.

One additional observation made by Vice President Anderson should be noted: it came to him that with all that had been said and done at the conference, not one classroom teacher was invited to participate.

PLENARY SESSION TWO: PRESIDENTS AND DEANS PANEL

The presidents and deans panel plenary review of the meaning of making teacher education a liberal arts priority resulted in the following selected comments made by the following ACM administrators:

John McCall, President, Knox College

The presidents must take the lead in teacher education; they must talk to the college's education students, and talk to the state boards of education; they must write both in professional forums and the local papers about the shame of low teachers' salaries. They must lobby for education; they must organize as did the HGC, but not for burdensome regulations and such--liberal arts colleges should argue for their education programs deregulation, independence, and simplicity based upon the quality of the liberal arts institutions, faculties, and students.

Roger Hull, President, Beloit College

[We] must do everything possible to encourage the young persons of the respective ACM campuses to go into teaching--however long they stay in it. Foundations like the EEF and the RF need to support a consortium cancellable-loan program for all the debt of students who go into teaching; America is a war situation--militarily, economically, but also in education.

George Drake, President, Grinnell College

[We] must talk about teaching. The film, High School, is beautiful--it shows why and how teaching is the height of human activity; [we] need to promote the beauty and the craft of teaching. "I like the rhythm of this conference...there are rays of hope...if we have committment, we needn't shoot ourselves in the [consortium] foot."

Doug Northrop, Vice President, Ripon College

Foundations need to fund programs which provide reduced costs for the 3-5 years of course work taken by liberal-arts students who go into teaching.

Keith Anderson, Vice President, ST. Olaf College

"I make a motion that we resolve to clean up our language when talking about our education programs...that we stop saying, liberal arts, and, education, as if they were different." "Also, [our] job is not finished when [our teachers] walk across the stage--we need continuity."

William Heywood, Dean, Cornell College

"Education departments must be staffed [by us] in ways so

they can respond to high expectations such as offering rigorous, yet human and responsive courses..."